



Bincombe Valley Primary School

Special Educational Needs and Disability Policy

Last reviewed: September 2024
Review date: September 2025



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1.Aims

Our SEND Policy and information report aims to:

- Set out how our school will support and make provision for pupils with Special Educational Needs and/or Disabilities (SEND).

- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

VISION STATEMENT

At Bincombe Valley Primary School children receive the highest quality education within a stimulating and safe environment where each child is valued. Staff, governors and parents work in partnership to achieve this.

Bincombe Valley Primary School is an inclusive primary school where we have high aspirations for all of our pupils. We endeavour to achieve maximum inclusion of *all* children whilst meeting their individual needs. Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have full access to the school curriculum. We work together with pupils, parents/carers, staff and specialist services to endeavour to narrow the gap in attainment which may exist between vulnerable groups of learners and others. We strive to make a clear distinction between "underachievement" and Special Educational Needs. Some pupils in our school may be underachieving but will not necessarily have a Special Educational Need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up. Other pupils will genuinely have Special Educational Needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with Special Educational Needs and/or Disabilities have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils.

Our objectives are as follows:

- To create an atmosphere of encouragement, acceptance, celebration of achievements and sensitivity to individual needs, in which all children can thrive.

- To identify and assess children with SEND as early as possible by gathering information from Class Teachers, parents and other agencies.
- To identify and address pupils' needs through the graduated approach and the four-part process of assess, plan, do, and review; ensuring that there is careful monitoring and assessment of pupils throughout their time at the school.
- To provide an inclusive education for all pupils with SEND and use our best endeavours to remove barriers to learning by providing high quality teaching differentiated for individual pupils.
- To secure high levels of achievement for all.
- To make reasonable adjustments for children with a disability to help alleviate any substantial disadvantage they experience because of their disability as set out in the Equality Act (2010).
- To meet individual needs through a wide range of provision.
- To ensure that SEND is reflected in school policies, schemes of work, planning, monitoring and record keeping.
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in co-operative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all learners with SEND.
- To involve children and parents in planning to address and monitor identified Special Educational Needs and/or Disability.
- To work in partnership with parents to support children's learning and health needs.

We aim to meet these objectives through:

- Working within the guidance provided in the SEND Code of Practice, 2015.

- Operating a “whole child, whole school” approach in the management and provision of support for children with Special Educational Needs or Disability.
- Employing a Special Educational Needs and Disabilities Co-ordinator (SENDCo) who will work within the bounds of the SEND Policy and the SEND Code of Practice (2015).
- Ensuring clubs, trips and activities offered to children at BVPS are available to children with Special Educational Needs and Disabilities. For some pupils ‘reasonable adjustments’ may need to be made. This is always done in partnership with parents and carers.
- Early identification of pupils who need extra help through: ongoing teacher observation and assessment, outcomes from baseline assessments, progress in relation to the Early Learning Goals, Pre-Key Stage objectives and National Curriculum objectives and standardised screening and assessment, discussions with parents and information gathered from outside agencies.
- Working to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children. This is managed through teacher appraisals against the teaching standards, lesson observations and whole school monitoring.
- Ensuring that all staff receive training on the expectations of the most recent SEND Code of Practice (2015) and are able to recognise emerging needs and implement a graduated approach to SEND.
- We adapt the curriculum and the learning environment for pupils with SEND. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans (EHCP).
- Focusing on outcomes not difficulties. Positive reinforcement to encourage pupil’s achievements and frequent celebrations of success giving equal status to physical, cognitive, social and emotional achievements enabling all children to feel valued for their efforts.

- Monitoring the provision and progress of pupils with existing Education Health Care Plans (EHCPs).
- Ensuring that SEND is featured in the School Development Plan; reflecting the training needs of all staff.
- Ensuring that we have high expectations of pupils, set suitable and challenging targets with termly monitoring meetings including the Senior Leadership Team (SLT), SENDCo and Class Teacher.
- Listening to and valuing parents/carers' concerns about their child's development; engaging in positive discussions to ensure the best outcomes for the child.
- Supporting social, emotional and mental health through the provision of nurture groups and social skill groups.

2.Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2015) and the following legislation:

- Part 3 of the Children and Families Act (2014), which sets out schools' responsibilities for pupils with SEN and/or Disabilities.
- The Special Educational Needs and Disability Regulations (2014), which sets out schools' responsibilities for Education, Health and Care (EHC) plans, SEND Co-ordinators (SENDCos) and the SEND information report.
- The Equality Act (2010).

This policy should be read in conjunction with the following school policies and documents:

- Accessibility Policy
- Supporting Pupils with Medical Conditions Policy
- Safeguarding Policy
- Local Offer for SEND
- SEND Information Report
- Intimate Care Policy

3. Definitions

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or;
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCo

They will:

- Work with the Head Teacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Head Teacher and governing board to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up-to-date.
- Contribute to the in-service training of staff.
- Implement a programme of Annual Reviews (Person-Centred Reviews) for all pupils with an EHCP.

4.2 The SEND Governor

They will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.

- Work with the Head Teacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.
- Ensure that Teachers in the school are aware of the importance of identifying and providing for those children who have SEND.
- Ensuring this SEND policy is published on the school website.
- A qualified teacher is designated SENDCo.
- Arrangements are in place to support children with medical conditions.

In a support and challenge role, the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way.

4.3 The Head Teacher

They will:

- Work with the SENDCo and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.
- Be responsible for monitoring and evaluating the progress of all pupils for making strategic decisions which will maximise their opportunity to learn.
- Ensure that the SENDCo is able to influence strategic decisions about SEND.

4.4 Class Teachers

Each Class Teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any Teaching Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

- Ensuring effective deployment of resources, including Teaching Assistant support, to maximise outcomes for all groups of vulnerable learners.
- Collaborating with the SENDCo to match classroom provision to the specific needs of the pupil.
- Termly monitoring of progress and target setting to track progress towards planned outcomes through the use of formative and summative assessment.

Alongside this, Class Teachers are responsible for:

- The teaching and monitoring of all their pupils and identifying and reporting any concerns about SEND to the SENDCo.
- Informing parents of concerns and the interventions that are proposed and involving them in any reviews of their child's progress.
- Completing SEND documentation in accordance with the SEND Code of Practice (2015) and liaising with the SENDCo, parents and pupils.
- As part of the graduated approach, to collaborate with outside specialists and work with the advice of the specialists to plan outcomes and provision.

All staff at Bincombe Valley Primary School have a responsibility for maximising achievement and opportunity of all pupils including vulnerable pupils. Specifically, all teachers are teachers of pupils with Special Educational Needs and/or Disabilities. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

1. SEND Information Report

5.1 Range of needs

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Disorder/Condition (ASD/ASC), Speech and Language difficulties.
- Cognition and learning, for example, Dyslexia, Specific Learning Difficulties (SpLD).
- Social, Emotional and Mental Health (SEMH) difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD), Attachment Disorder.
- Sensory and/or Physical needs, for example, Visual Impairments (VI), Hearing Impairments (HI).

5.2 Identifying pupils with SEND and assessing their needs.

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs. We regularly review the quality of teaching for all children, especially those at risk of underachievement. The early identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

Prior to the child receiving SEND provision, the Class Teacher and/or the parents will have raised causes for concern and the school will have begun the process of gathering more information. We will have a discussion with parents and the pupil, where appropriate, when identifying whether they need special education provision. This discussion will ensure that everyone is clear on what the next steps are, everyone develops a good understanding of the child's needs and agreed outcomes, and we take into account the parents' concerns. Notes will be taken during these early discussions and added to the pupil's record and given to their parents.

5.4 Assessing and reviewing pupil's progress towards outcomes

We follow a graduated response and the Assess – Plan – Do – Review principle is firmly embedded in working closely with parents/carers and children to agree then action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes. The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment and behaviour.
- The pupil's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services, if relevant.

The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. The majority of children with SEND will have their needs met by the school. However, for some children, they may require additional support provided through an Education, Health and Care Plan (EHCP). More information about EHCPs can be found on the Dorset Council website: <https://www.dorsetcouncil.gov.uk/w/what-is-an-education-health-and-care-ehc-plan>

5.5 Supporting pupils moving between phases

Bincombe Valley Primary School is committed to ensuring that parents/carers have confidence in the arrangements for their children on entry to our school, in the year to year progression and at the point of exit and transition to the next school.

Staff will discuss transition arrangements with parents/carers agree the information that should be passed to the next phase of education. The Secondary Schools within Weymouth work closely with Year 6 Teacher's in the Summer Term.

Meetings may be held between SENDCos/Inclusion Managers of Weymouth Secondary and Primary Schools at which SEND documents are discussed and exchanged. Additional visits may be arranged for pupils with EHCPs and those vulnerable pupils with complex needs. Staff from relevant Secondary Schools are invited to attend the annual review and any other relevant meetings held in the Summer Term.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Teaching Assistants or specialist staff (Code of Practice 2015). All Class Teachers have the support of at least one Teaching Assistant to support in the progress and attainment of all their pupils. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

At Bincombe Valley Primary School:

- All efforts are made to overcome individual pupils' barriers to learning.
- All classrooms have well planned activities with clear learning intentions, differentiated to enable all pupils to make progress.
- Classroom resources are organised in such a way as to enable pupils to develop independence in selecting appropriate materials for a task.
- A range of teaching styles are used including auditory, visual and kinaesthetic.
- The successes and achievements of all pupils are celebrated through the school's reward system.

- All pupils are encouraged and enabled to have full participation in the life of the school and to know their contributions are valued.
- A range of different organisational settings are planned to provide class, group, paired and individual work.
- When pupils are withdrawn to work with small groups or individually, every effort is made to ensure that they do not miss out on the broad and balanced curriculum to which they are entitled.

We also provide the following interventions and provision:

- Speech and Language Therapy
- PEIC-D
- PECS
- Social skills groups
- Lego Therapy
- Reading Stars
- Catch-up Numeracy
- Catch-up Literacy
- Comprehension Boosters
- Handwriting Boosters
- Specialist Literacy programmes under the guidance of Specialist Teachers.
- Tutoring
- ELSA (Emotional Literacy Support)
- Learn to Move: Move to Learn

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have a number of Teaching Assistants who are trained to deliver interventions such as those mentioned above (5.6). Teaching Assistants support pupils on a 1:1 or small group basis as and when required. We work with the following agencies to provide support for pupils with SEND:

- Speech and Language Therapy Service (SALT)
- Specialist Teachers
- Educational Psychologist (EP)
- Paediatrics
- TADSS Outreach
- Hearing Support Service
- Vision Support Service
- Early Help (Family Link Workers)
- Child and Adolescent Mental Health Services (CAMHS)
- Portage

5.9 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All children are entitled to full and equitable access to the National Curriculum and high-quality teaching. All of our extra-curricular activities and school visits are available to all our pupils, including our before-and-after-school clubs. All pupils are encouraged to go on our residential trips to Leeson House in Year 4 and Springhead in Year 6. All pupils are encouraged to take part in sports day/school plays/special workshops etc. No pupil is ever excluded from taking part in these activities because of their SEN and/or disability.

5.10 Coming off the SEND Register

A child will be removed from the SEND Register if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. For some

children it is possible that they will dip in and out of additional support throughout their school experience.

A child with an EHCP will follow the statutory guidance for ceasing an EHCP as set out in the SEND Code of Practice (2015). The ceasing of an EHCP is determined by the Local Authority where a child no longer requires the provision as set out in the EHCP.

5.11 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Class Teacher in the first instance. They may then be referred to the SENDCo. If a concern remains unresolved then it will be referred to the Head Teacher. Please see the school website and the Complaints Policy for full details of the school's complaints procedure.

At any stage in the complaint process parents may request the advice of a Dorset SENDIASS Independent Supporter from the Dorset **Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)** who are able to provide independent advice and support.

E-mail: sendiass@dorsetcouncil.gov.uk

Website: <https://www.dorsetsendiass.co.uk/>

Dorset Parent-Carer Council also offer excellent support and advice.

E-mail: dpcc@dorsetparentcarercouncil.co.uk

Website: <http://www.dorsetparentcarercouncil.co.uk/> Telephone: 07827 793244

Support and advice for other issues, including the EHCP process, can also be gained from:

Global Mediation and Dispute Resolution: Telephone 0800 064 4488

Parents/Carers may also go to SEN/Disability Tribunal. Support for this is available from Independent Parent Special Education Advice: <http://www.ipsea.org.uk/>

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.12 The local authority local offer

Our contribution to the local offer is:

<https://familyinformationdirectory.dorsetforyou.gov.uk/kb5/dorset/fsd/service.page?id=ctjYpaa4yil&familychannel=301>

Our Local Authority's local offer is published here:

<https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer>

6. Training and resources

6.1 Funding for SEND is received from the following sources:

- SEND Formula Funding.
- Payment for pupils on the SEND Register.
- EHCP top-up funding according to Dorset's banding system.
- Pupil Premium funding (if eligible).
- Additional Money allocated from the school budget.

Spending and provision for pupils with EHC plans are monitored annually by the LA.

6.2 Funding is used to provide:

- SENDCo time.
- Teaching Assistants who support SEND pupils in class and in small groups.
- Additional provision for pupils with EHC plans.
- Additional staff to support children during lunchtimes when necessary.
- Adaptive resources.
- Increasing levels of classroom support for all children with SEND.
- Increased knowledge and expertise of all staff through CPD opportunities in SEND.

- Appropriate resources purchased.
- Access to support services.

The SENDCo is responsible for the operational management of the specified agreed resourcing for SEND provision within the school, including provision for children with EHC Plans.

Training needs for the staff for SEND are identified via appraisal reviews and the School Development Plan. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. The school uses LA Agencies, Service Level Agreements and the central INSET programmes to support Governors, the Senior Leadership Team, Teachers, Teaching Assistants, and the SENDCo to fulfil their roles and responsibilities.

7.Storing and Managing Information

Information at Bincombe Valley Primary School is stored in line with our Data Protection policy, which is available on our school website.

All data including data stored electronically is subject to Data Protection law.

All staff are aware of sharing information on a 'need to know' basis.

- Class teachers have overviews of the most recent and relevant documents stored in their classrooms.
- Individual SEND records are kept in class SEND files and locked in the SEND filing cabinet.
- More sensitive information is stored in locked filing cabinets in the Head Teacher's room.
- Medical care plans are available for relevant pupils in their classroom and in the school office in case of emergency.

8. Monitoring arrangements

This policy will be reviewed by our school SENDCo, Katie Slater, every year. It will also be updated if any changes to the information are made during the year. It will be approved by the Governing Board.

Reviewed September 2024 by: Mrs S Hughes (SENDCo –Maternity Cover)

Seen by SEND Governor: Irene Robinson

Date: October 2024

Review Date: September 2025

Signed by Date.....